

UB SOCIAL  
DEVELOPMENT LAB

FALL 2016

# The PEERS Project

## About the PEERS Project

Our ongoing NSF (National Science Foundation) funded project examines how preschoolers' personality, empathy, emotion regulation, and prior behavior influence their aggressive and prosocial behavior. This past year we have collected teacher and research assistant reports of children's behavior as well observed children's behaviors in the classroom. We have also had a number of families come into our lab for a short visit in which data is collected from both a parent and child concerning their social behaviors. During the early fall we will be continuing these short lab visits (email [lmmutign@buffalo.edu](mailto:lmmutign@buffalo.edu) to sign up!) as well as beginning to collect additional data from teachers and children at schools.



Still accepting  
appointments  
for this fall!

Visit our Website at  
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## Early Findings from PEERS— A Promising Start!

Some early findings from PEERS were submitted to the Society for Research in Child Development Conference. Using physiological data (i.e., heart rate, breathing, and sweat), we found that increased reactivity (i.e., more sweat) to an empathetic video was linked to less prosocial or helping behaviors. We also found that physiological reactivity (again, sweat) to a social exclusion video was associated with less reactive relational aggression (i.e., social exclusion after a slight). These findings highlight how physiological signs can be used to predict real-life behaviors and could be used in examining differences in individual development. We hope to expand upon these early findings by continuing to run sessions in our lab and collecting more data from schools in the fall. We hope these findings contribute to our understanding of preschooler's social development.